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CONNECTING TO COMPETE: THE ACTUALIZATION ON SCIENCE EDUCATION THROUGH THE INNOVATION AND CULTURAL UNIQUE IN ASEAN ECONOMIC COMMUNITY

Reviewer:	Prof. Dr. Abd. Kadim Masaong, M.Pd Prof. Dr. Ansar, S.Pd., M.Si Prof. Dr. Abd. Haris PanaI, S.Pd., M.Pd Dr. Phil. Ihkfan Haris, M.Sc Dr. Arwildayanto, M.Pd Dr. Sukirman Rahim, M.Si Vina Adrian, Ph.D Dr. Ade Gaffar Abdullah, M.Si Basri Amin, S.Sos., MA
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INTRODUCTION



The human life history is not release from the education forever. The physical and spiritual needs formulated by the education with the giving of the ability knowledge and the values of the certain attitude. The information process will take a place by the formal and informal. The relation of this, we have to know that the life concept is the motivation sources to the way of live, knowledge discovery and technology with the technical skillful human being nowadays is the result of the education efforts. This is pointed that education has the wide means which is stimulated and went the changed and human live

development.

Development effort itself is the initiative for answer the problem challenge and the live desire of a state. The development of economics, social cultures, politics, defenses and security, need the following of the educational effort absolutely to stimulate and participate in every phase and development process. According to Dr. Gooding, because at every phases of the development process needs the sense of civic *consciousness responsibility among to the people*. It needs full of the *conformities* and participates from the society for the development effort itself. In the Indonesia is the country context, the power of education become certainly made Indonesia as the developing country to the progress country as done by other countries in the world. Nowadays education in Indonesia face the challenges from every sectors which is from inside and outside country until we need the real efforts from all the aspect for taking the parts to handle it.

The government through the Research, Technology and Higher Education Republic Indonesia Ministry (Kemenristekdikti RI) of course stayed in the front line to grow, improve, and implement the quality and cultural education in Indonesia as constitution mandate. From all the program and instruction which is will and done doing by the Kemenristekdikti RI of course need the cooperation and companies in do that, unexpected with the association or the faculty of education – department of science education (FIP-JIP) scientific forum which is given the contribute in support and give the constructive input to forward looking the education in Indonesia. As we know that the FIP-JIP scientific forum is a forum that have the attention and proactive in handle every problems in the staff educators and the educators that estuary to the improving of the quality education which is competent, like pedagogic, professional, social and the personal competency.

The Indonesian FIP-JIP scientific forum which will be held by the Gorontalo State University that cooperates with all the Universities even the Private University and the State University is formed by the commitment and academic responsibility to improve the quality of better education in Indonesia. The theme that has been taken in the Indonesian FIP-JIP scientific forum is “Connecting to compete: Actualization the Education Knowledge through Innovation and cultural unique in the ASEAN Economic Community Era”. This is the theme which has the relevance to answer the nowadays issue that has been being faced by the ASEAN countries except Indonesia.

One of the challenges to face the MEA Era 2015 is to prepare the Human Resources which is able to have the global competition, but it is not forget the nation character as the Indonesian. It is need the smart idea to match the innovation and cultural unique or local wisdom in implementation the national endurance especially in the economic, culture and other sectors, so Indonesia does not lost the face and have the own civilization to the ASEAN community. The other consequence from MEA is there the agreement “mutual recognition arrangement” (MRA) about 12 sectors in services and products become the priority. This is the place of the education as the leading sectors in prepare the innovative human resources and globally compete that relevant with the feel and the purpose for the activities. Besides that, the International seminar is the real proof of this forum in improving the globally relationship which can implicated to the education growing and to introduce Indonesian culture in the words as nurturing effect. We would like to say appreciate and thank you for the organization and FIP-JIP Scientific Forum for the hard worked and the dedication in organized the international scientific event. We hope this event always happen and intensively done, so it can be productive in the future.

Government through the Research, Technology
and Higher Education Republic Indonesia Ministry

Mohamad Nasir



INTRODUCTION

OUR EDUCATION IN ASIAN CENTURY

Syamsu Qamar Badu

Rector of Gorontalo State University



Rector of Gorontalo State University through this project book, I would like to give the great appreciation to the Education Science Faculty, Gorontalo State University as the committee in organized the International event. As an event who become wrapped around all the Education Science Department in Indonesia, FIP-JIP 2015 have been definitely given the big contribution to our education improvement.

The purpose of FIP-JIP 2015 is an International moment to concentrate the improvement steps of Indonesian education that compete energy in ASIAN century nowadays. As the nation we have collaborate to give high innovations in education sector because with it way the human resources quality will be rely on.

To all of the participants who will attended the forum, as a rector, I represented the all the Gorontalo State University academic civitas give the big pleasant and high appreciation. Your attended is the pleasure even as a scientist who will gave the writing, idea, and scientific discovery, although as the nation from all the region and universities in Indonesia. Those are become the illustrate to our unity and contribution for the victorious of Indonesian education.

Thank you,

Welcome in to Gorontalo, Congratulation for FIP-JIP 2015

Gorontalo, September 9th, 2015

Prof. Dr. Syamsu Qamar Badu, M.Pd

INTRODUCTION



Give thank to Allah SWT, Because Allah SWT mercy we could do the FIP-JIP Indonesia Forum which is held with the International Seminar on September 9th – 11th, 2015, in Gorontalo at Gorontalo State University as the host and committee.

FIP-JIP Forum 2015 is the especially meeting that have been opened the momentum about the useful of national education which is have mental revolution perspective to all the education dimensions. This is according to the movement momentum of President of Republic Indonesia, Ir. H. Joko Widodo to build the national education to be autonomous economy and to expression of deference to nobility in culture so the nation continues which have high characters to answer the ASEAN Economy Community (MEA) era. Indonesian could not refuse which is taking a part from the bilateral cooperation in ASEAN Countries to become the open community and developing also harmonious.

FIP-JIP Forum 2015 have the high urgency to improve passion education to the education community in Indonesia, like Japan who have the sensitivity in love the education, with the slogan, love education, which is high and sublime activity in the middle of Indonesian nowadays. The education in Indonesia since the Ki. Hajar Dewantoro era invited the nation to love the education in every dimension. The importance of this forum also apply together with mental revolution movement which have to powerful in national education. This is a snow ball which have throwing educators community by the teachers from classroom to the wide communities. From the classroom created the generations that powerful to answer the golden year 2045 in the future.

I happily to the committee of FIP-JIP forum of Education Science Faculty, Gorontalo State University who have fight for the happening the event and especially to the even that will give the award (FIP-JIP AWARD) to the educator Oases personage who have high dedication. The FIP-JIP AWARD hopefully become the “Inspiration” for the practical and professional of education to examine, think, and do to national education progress.

Finally, I would like to thank the FIP-JIP committee of Education Science Faculty, Gorontalo State University for do the program. Hopefully, the forum will be the forum which able to make national education colorful.

Wassalam

Education Science Faculty Dean,
Medan State University

Dr. Nasrun, M.S.

WELCOME SPEECH

Education Science Faculty Dean, Gorontalo State University



First of all the Dean of Education Science Faculty Dean, Gorontalo State University to thank you and high appreciation for the trust of all to give the trusteeship to organized the international event. The committee have the appreciate and opportunity to introduce Gorontalo Province, especially the Education Science Faculty Dean, Gorontalo State University to the participant tin this Scientific Forum.

The community aware that the scientific forum is too strategic and meaningful which is fundamental in answer the issue, experienced, and education science inspect in Indonesia even thought to all the states in the world. To have the good values added from the activity, the committee organized well. Hopefully, all the participants could give the support and helpful so it is running well.

The implementation of FIP-JIP scientific forum 2015 take a place on September 9th – 11th, 2015, at Ball Room Training Center Damhil, Gorontalo State University. The purpose of the FIP-JIP Forum 2015 is to strengthen the recommendation of the result of FIP-JIP Forum 2013 meeting in Medan and FIP-JIP Forum 2011 in Bandung, all at once of education world readiness. Especially the Institution that has been produced educators faced the ASEAN Economic Community (MEA) which is began on 31st Desember 2015, so the FIP-JIP Scientific Forum 2015 the theme chosen is “Connecting to compete, the Actualization of Education Science through the Innovation and the Cultural Unique at the ASEAN Economic Community (MEA)”. The activities done with the International Seminar with the theme chosen “Global Pedagogic Transformative: Aspiration and Challenge for ASEAN Countries.”

Many programs decrease prepare, like the parallel session to all departments/study program in the Science Education Faculty, in the meanwhile Education Administration/ Education Management (AP/MP), Guidance and Counseling (BK), Side School Education Department (PLS), Primary School Teacher Education Department (PGSD), Teacher Education Early Child Hood Education Department (PG-PAUD), Common Side Education Department (PLB), Technology Education Department (TP). Each departments coordinated by the Head of the Associations of Department/ Study Program by giving the forceful and the managerial curriculum and human resources improvement.

The committee as the human being aware that we have far from the perfectionists. Because of that, as the Science Education Faculty of Gorontalo State University Dean received the good suggestion for successes the Scientific Forum program.

Education Science Faculty Dean,
Gorontalo State University

Dr. Wenny Hulukati, M.Pd



Welcome Speech from the Committee of Scientific Forum 2015

Assalamu'alaikum Wr. Wb



Your sincerely guess, welcome in the Hulondhalo World and thank you for come and joint with us at the two years program to the Scientific Education Faculty-Science Education Department Forum (FIP-JIP) which is held nationally in Indonesia at Gorontalo State University 2015.

The meeting is the important program. The participants could equal perception, experience change and commitment to improve the education mutual as the supplies of alumnus to work place.

The strategic effort is the scientific educations strengthen for produce the good alumnus and the quality educators who could seeing by the pedagogic competency, professional, social, and personal competency. For the successful program, the FIP-JIP must give the guidance and innovations for good education.

Finally, let we appreciate the result of the meeting with prepare the university graduated to be the human resources who has good in education side and educators to compete in international world with the purposes to go to world class international university.

Let's we supported the program.

Gorontalo, September 9th, 2015

Head of the committee,

Dr. Arwildayanto, M.Pd.

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TRANSFORMATIVE PEDAGOGICAL COMPETENCE OF EDUCATORS; CAPITAL CONNECTING TO COMPETE IN THE ERA OF THE ASEAN ECONOMIC COMMUNITY (AEC)

Arwildayanto

arwildayanto@ung.ac.id

Lecture Education Management Faculty of Education
Gorontalo State University

Abstract

The Globalization era has already being on the reality, even in the small and big scales. The ASEAN Economic community (MEA) is a concrete evidence of the spirit of connecting to compete that unavoidable. Education must be the strategic choice in the transformation of community life along with the parts of social changes. The conventional education by the educator is not popular with the wanted and needed the stakeholder which is changes in to the individual education oriented with the multiple aspects. The educator must have the teaching competency for the future oriented, the human race, gender, humanization race, the long life education, for the answered, the improvement the pedagogic competition educator transformative to be substantive and can be proper for happened in the capital financial to accompany Indonesia to be the best state in the free competition.

Keywords: Transformative pedagogic, ASEAN Economic Community

BASIC CONSIDERATION

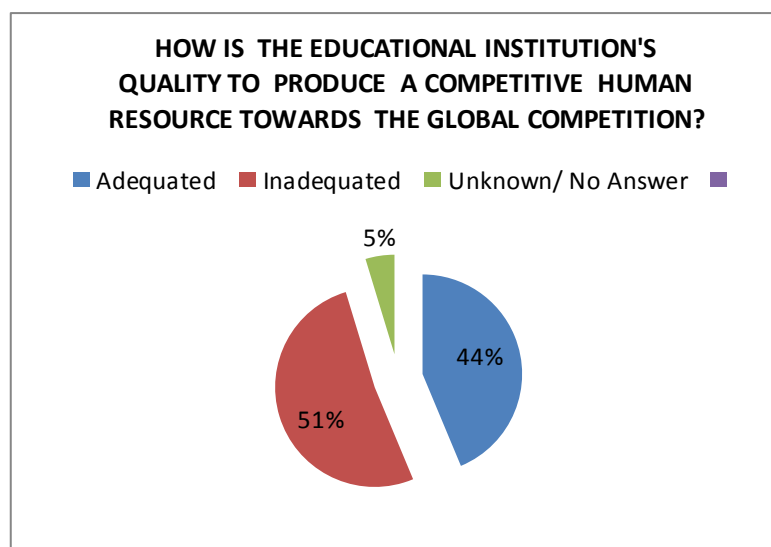
The indicator of globalization era has already faced by us. It is marked by the appearance of free trade and the dynamics of "*Connecting to Compete*" through the international and regional scale. It is projected that the free competition on the global scale will be completely run in 2020. There are various agreements that have been implemented, where it started from *the General Agreement on Tariffs and Trade (GATT)*, which evolved into the *World Trade Organization (WTO)*. Even, from the formation of regional trading blocs such as the *European Common Market (ECM)* which turns to the European Economics Community (EEC), the North American Free Trade Area (NAFTA), and base on Bali Concord II in 2003 which committed to creating the ASEAN region through the three main pillars, namely the Security, Economic, and Socio-Cultural societies which indicate as the spirit of connecting to Compete is unavoidable (Read Kompas, November 19, 2007, p 6).

It is emphasized in the 3th ASEAN Summit 2007, the theme was "*One ASEAN at the Heart of Dynamic Asia*" has agreed that the rope knot of Asean community is the ASEAN CHARTER. This phenomenon must be addressed wisely, because Singapore has showed as the most progressive country in terms of conducting bilateral agreements to various countries in order to bring great benefit from the implementation of the Asean Free Trade Area (AFTA), along with the Asia Pacific Economics Cooperation (APEC). Hence, to what extent is Indonesia?

Therefore, in responding to the previous question, let us reexamine the recommendations resulted in the ASEAN Summit 2007 in Singapore, where to accelerate the realization of the ASEAN Community from 2020 to 2015. The ASEAN Economic Community (AEC) will be formally effective on December 31st, 2015. Indonesia and the ASEAN countries have signed an agreement "mutual recognition arrangement (MRA)" where it is prioritized on 12 sectors, which encompasses into 5 service sectors namely; health, tourism, logistics, telematics and air transportation as well as 7 product sectors namely; agriculture, fishery, rubber, wood, automotive, electronics and textiles. This implementation of AEC has become a display window for globalization where it becomes the prior collective necessity for all of the ASEAN countries.

Anthony Giddens (2001; 5 and 15) examines this dynamics of globalization is dimensioned in various aspects. It is among politics, technology, culture and economics. Furthermore, Tilaar (2002; 56) argues that the wave of globalization in the ASEAN region obviously has the consequences where there will be a country or a group of society get the advantage, yet the other would get the opposite though. Its reason, the choice to take a part in the era of globalization carries a double impact. On one hand, it opens up cooperation chances (connecting and partnership) widely among nations, but on the other hand, it triggers to tighten and sharpen competition among the nations. Many people strongly believe that by the principle "free flow of skilled labor and professionals"; Japan, USA, and China are countries which could be the greatest consumer in this globalization era, because they were able to take a lot of benefits. Thereby, a fundamental question that needs to be answered by the Indonesian people is "How should Indonesia respond to this phenomenon?". The answer is simple and substansive. By Improving the quality of education then we could produce a competitive human resource who could compete globally. This competitiveness would become the indicator to determine the survival and existence of a country on the global scale.

Furthermore, our next question is how great the competitiveness of Indonesian's human resource? Based on the survey conducted by Kompas through opinion poll on the 22-24 April 2015 to 426 respondents with a minimum age of 17 who were selected randomly by the systematic sampling method via phone book who were domiciled in Jakarta, Bandung, Semarang, Yogyakarta, Medan, Palembang, Denpasar, Banjarmasin, Pontianak, Makassar and Manado. It was computed that, 95% at the confidence level, + 4.7% at the non-sampling study. The poll was revealed that 51.5% of the educational sector has not been able to produce a competitive human resource towards the global competition. There were approximately 43.7% who were adequated, and 4.7% said unknown answer / no answer (Kompas, Wednesday, April 29, 2015, p. 12). It also presented as in the infographic below.



Sumber : Kompas, Wednesday, April 29, 2015, p. 12

Indeed, the successful key to be the leading nation in a current era is by having a commitment from the Indonesian government to restructure the educational institutions in order the institutions are able to create innovations. Its reason, the globalization is not a piece of cake. It is a niche of change for our life (Anthony Giddens, 2000; 5 and 15). Therefore, the central government needs to take strategic steps to perform the educational sector excellently, have good quality and character in order to produce professional labours that are able to adapt to the pattern of the rapid changes in accordance to the development of science and technology.

The globalization era that approaches to the community life of Indonesia is marked by the growing of information community or digital community which then shifted to the knowledge community that is popularly known as the creative community. Meaning, the economic order of society is clearly supported by the excellence of culture, art and technology innovation along with the education.

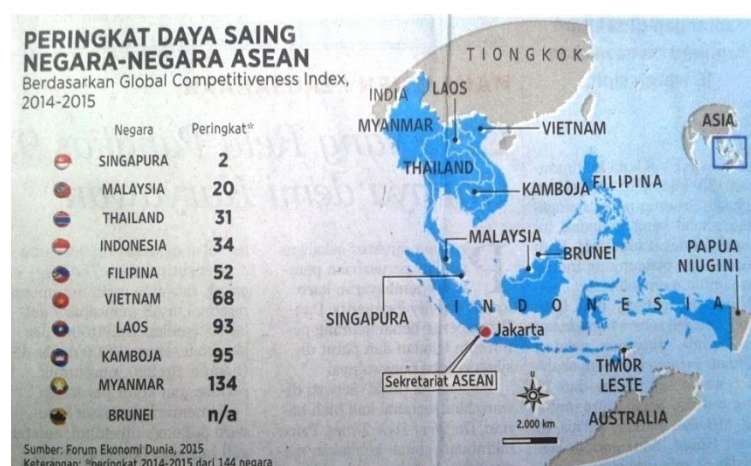
Non-profit organization which focuses on human resource development as known as the International Labour Organization (ILO) stated that the trend of free trade among the societies is also known as the Global Era Platinum (Glo-Plat). Henceforth, in gaining success on the era of Go-Plat, the government should provide opportunities for all of the nations to be actively productive in the sense of peace, justice, safe, and dignify. In actualizing the era of Go-Plat, it requires principles of sustainable developmental, because the competitiveness has become the measurement of whether or not a state and human resources quality are able to survive is through a good quality of education.

A fundamental question “Are all the educational institutions competent enough to produce best quality and high competitive graduates?” It aims to receive the graduates competitiveness of educational institutions description in accordance to the report of Global Competitiveness Index (GCI) 2014-2015, the edition is presented at the World Economic Forum.

Graduates Competitiveness position from Educational Institutions in the Era of AEC

The competitiveness of Indonesian society in 2015 was ranked 34th from 144 countries. In the ASEAN level, Indonesia's position is under the neighbour countries such as Singapore, Malaysia, Brunei Darussalam and Thailand which ranks 2, 20 and 31. The country's competitiveness ranking is calculated based on the Global Competitiveness Index (GCI) by using 111 indicators which are grouped in 12 pillars, those are; good institutional management, the infrastructure, the conditions and the situations of macroeconomics, health and primary education, secondary education and training, market efficiency, labor efficiency, the development of financial markets, readiness for technology, market size, business environment, and the innovation. (Harian Umum Kompas, 16 April 2015 page 9). For further details, see the table below

1. Competitiveness ranks of ASEAN countries



Indonesia's competitiveness in the ASEAN level based on a first graph has not shown a good signal yet. Based on several reporting research deduced that Indonesia's competitiveness is fully depended on the readiness of educational institutions which are able to produce high quality graduates. It happens because education takes a very important role as a leading sector to produce the qualified graduates who would be able to be the main actor in a "Connecting to Compete" circumstances. Therefore, in enhancing the educational institutions quality to produce good quality of Indonesian's generation, hence, improving the quality of the teachers and the educators in various competencies, either in pedagogical competence, personality, social and professional should be done. (Constitution No. 14, 2005 on Teachers and Lecturers).

In addition, it is agreed by Soedijarto's interpretation (1998; 87) that one of the important components in



improving educational graduates is the power of education or particularly the teacher or educator. It runs consistently with the reporting research of Organisation for Economic Co-operation and Development (OECD, 2012) which concluded that education in Indonesia was seemed vaguely. It was shown by the attainment of Indonesia's rank which was in the 64th from 65 countries that follow Program for International Student Assessment (PISA). OECD concluded that the rise of Indonesian education should be injected by the changing of the learning style along with the role of the teacher. Teachers reformation would become a crucial agenda if it pumped up to the quality and competitiveness of our education (Esther Lince Napitupulu, Kompas, December 23, 2013).

Further study of OECD finally found that the increasing of PISA by Asia particularly middle east countries are determined by a policy that emphasized on the educators selection (teachers), teachers training, pursuing educators cooperation in improving teachers competencies in order the teachers are given access to be freely developed the curriculum, bringing out innovations in terms of transformative pedagogic, strengthening better practice of education in accordance with the contemporary needs (currently). Hence, the teacher must not only be able to make students smart academically, however they have to be able to lead the students towards a better life based on their needs and challenges (Esther Lince Napitupulu, Harian Umum Kompas, December 23th 2013 page 12). The OECD recommendation examined the improvement of transformative pedagogical competence means the teachers should not be satisfied yet if the students are able to pass 100% and accepted at the college. The transformative pedagogical competence gives a useful skill for the teachers to inspire and encourage the students to develop in accordance with their potential to become a golden brilliant generations.

Transformative Pedagogical Competence of Educators as Capital

Most of Indonesian researchers interpret the conception of pedagogy which derived from the Greek, "paidagoge", that deals with guiding learners. Due to the development of science and technology, pedagogic conception is also undergone a transformation, namely as 1) the learning material, 2) the learning process, and 3) adopting new teaching methods by new technology (Read Wikipedia, the free encyclopedia).

If it referred to the conception above, Chaniago (2010; 8) in his dissertation synopsis describes that pedagogy is basically as an activity to educate by transferring knowledge, practicing skills and ability in accordance with the settled goal and guide them to learn independently. In addition, Tilaar (2002; 155) conceptualizes that pedagogic is a human action knowledge to actualize human to have a well-qualified personality. The process begins with individuation to be individual in order his/ her potential brings advantages to human dignity as a member of society.

Therefore, in order to fulfill the learning task properly, the teacher must be able to have the pedagogical competence. The idea is derived base on the consideration within the unsupported competency to educate, the teacher would have a capital shortage to be actualized, thus, the learning process can not be run effectively. classroom management consequences, psychological approach, are less organized that could affect to the

unsatisfactory results. Hence, pedagogical competence is the capital for a teacher to effectively implement the learning tasks.

To measure the ability of teachers pedagogical competence, it can be seen from some capabilities, i.e; 1) Capable to understand the students characteristics from their physical, moral, spiritual, social, cultural, emotional, and intellectual aspects, 2) capable to understand the educates theory and principles of learning, 3) capable to develop a curriculum related to the subject, 4) capable to organize an educated learning, 5) capable to utilize technology of information and communication for learning, 6) capable to facilitate students potential development to actualize various potentials that they own, 7) capable to communicate effectively, empathetically, and politely to the students, 8) capable to organize students' assessment, evaluation process and learning outcomes, 9) capable to utilize the results of assessment and evaluation for learning, 10) capable to conduct the reflective action to the improvement of learning quality.

Based on the research conducted by Chaniago has illustrated the teacher pedagogical competence. The teachers have a lot of contribution in improving the learning quality, for example the time management for learning, teaching orientation, learning achievement, the values transformation and skills that oriented to the future needs (Chaniago, 2010; 41)

Hence, our understanding of the educators pedagogical competencies has become substantive. It is also described by Anderson (1989; 18) that stated educators pedagogical competencies are knowledges, abilities and beliefs that are owned by teachers which then lead them into the learning situation. In the contemporary situation which characterized by the spirit of "Connecting to Compete" in a current era like the implementation of ASEAN Economic Community (AEC), which would be began on December 31, 2015 is adding a powerful spirit of competing among educators particularly in the aspect of teachers' transformative pedagogical competence.

For instance, this competency is agreeable to Japanese experience arises from its defeat in World War II, by the supporting of educators' role. In addition, as the Prophet Muhammad SAW constructed world civilization towards into the modern era like in the current days which begins with receipt the first revelation to teach moslem for the importance of reciting "Iqra". In particular, the presence of educators in the educational process has become a system that has a major contribution in enhancing the quality of human resources in order they are able to compete in the era of the ASEAN Economic Community (AEC). The development, civilization, and the superiority of a country is determined by the contribution of educators whose able to produce qualified and excellent human resources. Indonesia should take an aggressive and ambitious steps to chase the progress and superiority of developed countries which are included as the members of G-7 as same as the ASEAN countries that already one step forward than us. The capital is an educator who has a transformative pedagogic competence, that actively able to lead learners to bravely face the



reality of life in the future.

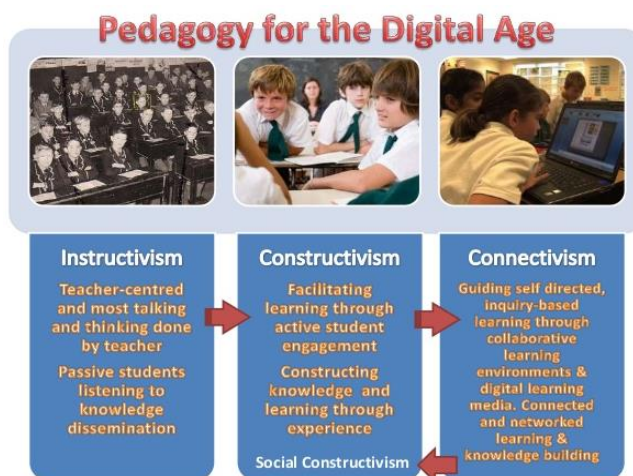
The idea is consistently in line to the concept of Paulo Freire (1972), that examines that transformative pedagogic is an *“education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity of it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the ther world.*

The idea of Paula Freire has shown that transformative pedagogic is a science of praxis future-oriented, thus, the study of transformative pedagogic is not only a critical view to the process of teaching, meanwhile it also a thought conception, idea, innovations that could be applied in the action of educating which is oriented to the reality of life in the future. Transformative pedagogic for Indonesia has become a compulsory and relevant to the needs of the society who will face the era of globalization even though in the level of ASEAN, but still the reality of life in the future is full of the dynamics "Connecting to Compete" (Tilaar (2002; 296).

The teaching and learning process in fulfilling the demands above are also experienced the transformation. Tilaar (2002; 296-307) verifies some transformative pedagogical characters that was conducted by an educator, as the example; 1) Assessing the normative of educational process, 2) the individuation of educational process, 3) emphasizes the individual, 4) communicative pedagogy, 5) dialogic pedagogy, 6) future oriented, 7) human right enforcement oriented, 7) proximal environment, 8) the development process from foreign to domestic or on the contrary, 8) the harmonization of strength between domestic and foreign, 9) the educational process that transfers meaning, 10) life long education, humanistic education, 11) critical pedagogy oriented,

ASEAN countries policy in enhancing transformative pedagogic competence of educators

Dealing with dynamics of cooperation and competition in a variety of life aspects. Every government in every country responds to the challenges and chances with popular policies. Education remains as a "leading sector" which hugely contributed in a great dealing to win and take the added value, bringing benefits from the implementation of global era particularly on the scale of ASEAN that is united in massive communities. Indonesian government should not be missed, somehow some of the neighbouring countries have been enhancing the pedagogical competence among their educators, either teachers or lecturers. As the exampe, Thailand is in cooperated to INNOTECH that finally made a breakthrough by applying learning method and educational



technology innovation which is oriented on digital learning. Thailand also applied the learning models referred to the school officials (Instructional Management by Parent, Community, and teachers) and RIT (Reduced Instructional Time) which is trying to develop models in delivering the effective and efficient teaching.

Henceforth, how could Indonesia construct the learning and teaching models which are oriented particularly in anticipating future dynamics of MEA that has already been faced by us? Unfortunately, as the matter of fact, a phenomenon that commonly occurred that some teaching policies which have been legalized by the government and higher education that obviously did not fit into teaching background criteria by pretending to declare teaching movements sporadically. They were seemed less of attention and understand that education is not only a "transfer of knowledge". But also, Ideally, education focuses on ways of educating (pedagogical knowledge) not just showing off in the context of understanding the teaching materials (content knowledge). Thus, for higher education that does not have a teaching competency, jumping on the educational realm bandwagon without any qualified pedagogic abilities. Such as, *Indonesia Mengajar* movements or *University of Indonesia mengajar*. It should be a balance between the ideas. A lot of concepts of pedagogical content knowledge (PCK) are regarded as the blending of content and pedagogical into an understanding of how particular topics, problems, or issues are organized, represent, and adapted to the diverse interests and abilities of learners, and presented of instruction (Shulman, 1987). This competency is the result of the integration between the content knowledge and pedagogical knowledge understandings that blended into one and needs to be owned by a teacher, thus it would present the effective learning and understandable.

Constructing a transformative Educational Institution

Educational conception and the function of educational institutions are undeniable to attach with the development and the human life dynamics. Thus, the understanding and educational stakeholders' expectation towards the articulation and the education's position are also began to transform following dynamics era that move accelerative. Even, the educational Institution has become an institution that functionate to release human being (freedom from) from "the gloomy" circumstances, such as in the form of stupidity, poverty, poverty ignorance to the brightness instrument in the form of liberating human being then they are able (freedom to) to embrace the prosperity for the sake in actualizing their potential holistically. Therefore, education has a strategic role to provide life quality and dignity to human being. In order to achieve this idea, Intan Indah Prathiwie, (2013) suggested that government and education actors (educators) have to develop a transformative education model that embrace to progressivisme. Beside of it, education needs to be prepared to face the spirit of "connecting and compete".

Furthermore, Prathiwie (2013) conceptualizes progressivism is a paradigm that assumes teachers as a challenger and inquiry leader. In progressivism, educators educate learners to be able to solve problems that are constantly changing in the process of the dynamic challenging period. Introducing students toward a variety of social concrete experience due to erase that under estimated feeling and trap to the ivory tower. Educational

institutions should be able to be a pioneer in terms of developing fresher method, and also to be able to present a transformative education either in the level of national or global.

Government and educators should be able to learn from some international education institutions that experienced in carrying on transformation, as the example Summerhill School in England which is built by the US Neill. Summerhill School provides freedom to the learners in determining the lessons learned, transferring life skills such as carpentry, gardening and so on so forth that might be useful for the future.

Japan is also one of the successful countries in constructing the foundation of transformative educational institutions. As published by Tetsuko Kuroyanagi on Totto-Chan (Gramedia, 2006). Tomoe School bravely presents the concept of freedom for students to have a critical thinking, which then leads to open up a creative power. This is one of the capitals of Japan that successfully in various innovations and technological developments.

The Successful stories of Britain and Japan and some other countries have become references to set up our national education system that is competitive and ready to compete with the neighbour countries. There are several principles in constructing a transformative educational institution; 1) educational institutions should be able to expand the insight and firmanent either to the educators (teachers) or the students (learners). 2) Educational institutions must be able to share a space for learners to identify and analyze themselves and the workfield around them. 3) The Stakeholder of education is should be a contestant for power and controller to the society.

The efforts in constructing a transformative educational institutions is certainly uneasily be done, there must be a lot of challenges are often encountered, some of them are 1). Not all educators have enough ability and willingness in actualizing changes in the learning process. 2). the presence of educators who become the rulers class, then the students' creativity force to imitate the conventional pattern of a teacher. 3). Classroom management and the set up rooms that are obstructed the students' mobility cooperatively and contextually in the learning process. 4) School facilities are inadequated in some areas; therefore it is obstructed the institution of education to be updated to the needs and challenges.

Therefore, to overcome various obstacles and challenges above, the understanding and the political will of the government's policy to present an education that future-oriented must be the needs and commitment for every part of society, in order every educator is seriously work in accordance with the expectations and the demands of "Connecting to Compete" era. Hence, our competitiveness could be improved. If it is not, a massive amount of foreign labour would be potentially could not be hold up anymore. Actually, this circumstances make our future younger generation would be remained excluded and eliminated from the global competition. A. Koffi Annan has mandated in his book "We the People, the Role of the United Nations in the 21st Century" that education is the key to the new global economy. It is central to development, social progress, and human freedom. Hopefully Indonesia could be the winner country

CONCLUSION

The era of globalization in the display window of ASEAN Economic Community (AEC) has already been in front of us. Being a fighter or a loser nation is a choice in the spirit of "Connecting to Compete". Nationality instinct requires a nation to come by strategic choices that leads its citizens into the winner community. Solutions and offers is a wiser and elegant choices to present national education transformative that are able to answer and fulfill the challenges, and technology-based future needs (digital era), along with strengthening the identity and a strong communal identity. The existence of transformative education is occurred by the role of educators in the classrooms by doing a relevant of transfers of knowledge, skill, and attitude into the contemporary conditions and futuristic. Hopefully we can make it (yes we can, that our commitment)

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